

Readers Workshop Unit of Study
9th Grade – Informational Reading



ELA
Common
Core
Standards

**Strategic Reading of Informational Texts: Text
Features and Structures**

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Preface

The following unit supports and aligns to the Common Core State Standards. This research-based work is the outcome of a collective effort made by numerous secondary teachers from around the state of Michigan. Michigan Association of Intermediate School Administrators (MAISA) initiated a statewide collaborative project, bringing together educators from around the state to create and refine a K-12 English Language Arts model curriculum. The Independent Reading unit is situated as the opening reading unit of study within a yearlong sequence of reading units. The unit emphasizes students' recognizing reading comprehension, reader independence, and reader identity. The foundation of a reading identity and strategies to engage with text scaffold readers into the complexities of subsequent reading units that are focused deeply within the three main types of writing. Each unit within the MAISA yearlong model curriculum presents a string of teaching points that scaffold and spiral the content and skills. Units of study are structured to be student-centered rather than teacher-driven. Sessions emphasize student engagement and strive to simultaneously increase critical thinking and writing skills. Sessions are designed as a series of mini-lessons that allow time to read, practice, respond, and conference. Through summative and formative assessments specific to each unit, students will progress toward becoming independent thinkers and readers.

Significant input and feedback was gathered both in the initial conceptualizing of the unit and later revisions. Teachers from around the state piloted and/or reviewed the unit; their feedback and student artifacts helped in the revision process. Special thanks go to lead unit writers Linda Denstaedt, Leah Barnett, and Laura Mahler, who closely studied the CCSS, translated the standards into curriculum and practice, and revised with a close eye to classroom teacher feedback. Throughout the yearlong collaborative project, teachers who are reviewing units are finding how students' habits of mind have shifted from task-oriented to big-picture thinking, utilizing a critical literacy lens.

Informational Reading Learning Progressions Grades 6-8			
	6th	7th	8th
Analyzing Genre: Craft and Structure	<ul style="list-style-type: none"> Analyze the difference between narrative and informational text Analyze how informational-text features organize the elaboration of key ideas Analyze an author's shifts in structure while elaborating an idea 	<ul style="list-style-type: none"> Understand that authors present information in a variety of ways Locate specific information, and read to gather information Read purposely to explore new and unfamiliar concepts Build background knowledge about new topics 	<ul style="list-style-type: none"> Analyze the different structures of informational text Determine a central idea of a text, while analyzing its development over the course of the piece Provide an objective summary of the text Analyze how a text makes connections and distinctions between individuals, ideas or events
Developing Strategies for Close Reading: Key Ideas and Details	<ul style="list-style-type: none"> Determine a central idea and how it is developed Determine what is important Summarize a central idea Determine the meanings of specific words Determine an author's purpose and how it is conveyed 	<ul style="list-style-type: none"> Make connections to what they know and new information Use strategies to decode context of words they don't understand using clues in text Use effective strategies to navigate different structures of informational text 	<ul style="list-style-type: none"> Determine an author's point of view or purpose in a text Analyze what an author has explicitly said and what is implied in the text Evaluate textual evidence as it relates to the author's claim and determine supporting ideas Analyze how the author acknowledges and responds to conflicting evidence or viewpoints
Interacting with Multiple Texts: Integration of Knowledge and Ideas	<ul style="list-style-type: none"> Compare two authors' presentations of ideas 	<ul style="list-style-type: none"> Evaluate details and assess if they are relevant and support the central idea Examine one or more central idea and be able to provide a summary of the text using an author's presented evidence Analyze how two different authors advance their evidence to support the central idea in informational text 	<ul style="list-style-type: none"> Evaluate the different forms of informational text: i.e. print, digital, multimedia Analyze two or more texts on the same topic

Informational Reading Learning Progressions Grades 9-12				
	9th Grade Informational Text Structures and Features	10th Grade Core Democratic Values	11th Grade Bill of Rights	12th Grade Social Issues
Focus Range of Text Complexity to Increase Rigor	Current Events Magazine and news print texts	United States History Poetry, song, speech (video), photography, print article, digital website text, political cartoon and poster, U.S. foundational documents: speech (audio & print) and letters	Comparative View of Rights in America (Poetry, song), educational video, print text, graphs and charts, contemporary speech/transcripts, foundational legal documents, including <i>The Bill of Rights</i>	American and Global Social Issues Educational video, photographs, print text, infographics, foundational speech/transcripts, websites, poetry, and memoir
Developing Strategies for Close Reading: Key Ideas and Details	<ul style="list-style-type: none"> Develop a multi-draft reading process for a range of current-event articles: magazine and news Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Determine a central idea or multiple central ideas of a text. Analyze how the author uses text structure and text features to shape and refine specific details; provide an objective summary 	<ul style="list-style-type: none"> Develop a multi-draft reading process for a range of informational texts: audio speech, print, cartoons/posters, and letters Cite strong and thorough textual evidence to support analysis of history, political views, statements (position of America) and foundational (Constitutional) knowledge Determine a central idea or multiple central ideas in sophisticated foundational documents Analyze development of multiple central ideas over the course of the text, including how they emerge and are shaped and refined by specific details Provide an objective summary of parts of a text to analyze how multiple ideas emerge and connect 	<ul style="list-style-type: none"> Develop a multi-draft reading process for a range of informational texts: educational videos, print text, graphs and charts, speeches/transcripts, foundational legal documents Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Determine a central idea or multiple central ideas in sophisticated foundational documents Analyze development of multiple central ideas over the course of the text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the text 	<ul style="list-style-type: none"> Develop a multi-draft reading process for a range of informational texts: educational videos, photographs, print texts, infographics, memoirs, poetry, and foundational speeches/transcripts Cite strong and thorough textual evidence to support analysis of history, political views, statements (position of America) and foundational knowledge Determine a central idea or multiple central ideas in sophisticated foundational documents Analyze development of multiple central ideas over the course of the text, including how they emerge and are shaped and refined by specific details Provide an objective summary of parts of a text to analyze how multiple ideas emerge and connect.
Analyzing Genre: Craft and Structure	<ul style="list-style-type: none"> Identify and analyze types of structural organization Identify and analyze types of text features Identify, analyze, and evaluate the impact and effectiveness of these authoring decisions on meaning and author 	<ul style="list-style-type: none"> Identify craft decisions that impact meaning and author intent/central idea: diction, academic, or historically relevant vocabulary Identify details that create historical or factual context and develop and shape the central idea Interpret words and phrases as they are 	<ul style="list-style-type: none"> Identify craft and structural decisions that impact meaning and author intent/central idea: diction, academic, legal, or historically relevant vocabulary. Identify details that create historical or factual context that impact diction, identification of key details, and a 	<ul style="list-style-type: none"> Identify craft decisions that impact meaning and author intent/central idea: diction, academic, or historically relevant vocabulary. Identify details that create historical or factual context and develop and shape the central idea Interpret words and phrases as they are

	<p>intent/central idea in current print media</p> <ul style="list-style-type: none"> • Write an objective summary of parts of a text to identify the function of the part and its relationship to other parts of the text • Identify and analyze diction for bias 	<p>used in a text or historical context and analyze how specific word choices shape meaning or tone to create audience response</p> <ul style="list-style-type: none"> • Develop strategies to accumulate a text in parts (chunks) that connect to make a key point, set historical background, develop or support a statement on the position of the United States or political/social claim • Write an objective summary of parts of a text to identify the function of the part and its relationship to other parts of the text • Assess how point of view or purpose shape the content and style of a text 	<p>central idea</p> <ul style="list-style-type: none"> • Interpret words and phrases as they are used in a text or historical context and analyze how specific word choices shape meaning or tone to create audience response • Develop strategies to accumulate a text in parts (chunks) that connect to make a key point • Write an objective summary to identify the function of the part and its relationship to other parts of the text • Assess how the rhetorical features affect the content and style of a text • Consider various points of view on a subject and how those alternate views contribute to forming a position on the topic 	<p>used in a text or historical context and analyze how specific word choices shape meaning or tone to create audience response</p> <ul style="list-style-type: none"> • Develop strategies to accumulate a text in parts (chunks) that connect to make a key point, set historical background, or develop or support a statement on the position of the United States, other country, or political/social claim • Write an objective summary of parts of a text to identify the function of the part and its relationship to other parts of the text • Assess how point of view or purpose shapes the content and style of a text
<p>Interacting with Multiple Texts: Integration of Knowledge and Ideas</p>	<ul style="list-style-type: none"> • Gather relevant information from multiple sources • Create a works-cited page to provide proper documentation • Apply knowledge of text structures, text features, genre, and bias to examine how ideas and events can be conveyed differently by different authors and publications 	<ul style="list-style-type: none"> • Connect the themes in literature to historical events and foundational concepts and beliefs established by the Constitution and other foundational documents • Through analysis of paired foundational documents of historical or literary significance, identify the relationship between the documents and the influences they still hold for Americans or writers/readers of today's social and political events • Through analysis of paired foundational documents and a range of informational texts, identify a topic/idea to research and extend current thinking about the themes and concepts in the foundational documents 	<ul style="list-style-type: none"> • Through analysis of a foundational document of legal significance and a contemporary political speech, identify the relationship between the document and the influences it still holds for Americans or writers/readers of the world today • Through analysis of <i>The Bill of Rights</i> and a range of informational texts, including a contemporary political speech, identify a topic/idea to research and extend current thinking about the themes and purposes of the foundational document • Consider individuals' responsibilities to protect rights 	<ul style="list-style-type: none"> • Connect the themes in literature to current social issues, historical events and beliefs established by foundational documents • Through analysis of paired foundational documents of historical or literary significance, identify the relationship between the documents and the influences they still hold for global citizens or writers/readers of today's world • Through analysis of paired foundational documents and a range of informational texts, identify a topic/idea to research and extend current thinking about the themes and concepts in the foundational documents

Readers Workshop Unit of Study

9th Grade – Informational Reading

Abstract

WHAT IS AN INFORMATIONAL READING UNIT?

In this informational reading unit, students learn how to increase reading comprehension by practicing and applying reading strategies that examine text structures and features. These skills will be called upon in the subsequent informational writing unit and in future years in the MAISA units of study. These ninth grade lessons are seen as the building blocks for informational reading.

ASSESSMENT

Assessment will include both formative and summative tasks that students create across the unit to provide a range of evidence of their growth.

FORMATIVE ASSESSMENTS: Students will analyze use of structural elements and text features to determine how those choices can be connected.

SUMMATIVE ASSESSMENTS: After reading a digital and a print nonfiction text on the same subject or event, students will create a multimedia presentation to compare and contrast the central idea that is conveyed. They will identify their growth in their ability to read informational texts.

STUDENT OUTCOMES

The 9th grade unit focuses on text features and structures in informational texts that lead students to the informational writing unit that follows.

The 10th grade unit focuses on multi-draft reading of a variety of informational texts (video, graphics, print, online texts) and connected literature relating to core democratic values and civil disobedience.

The 11th grade unit focuses on multi-draft reading of a variety of informational texts (video, graphics, print, online texts) and connected literature relating to American rights.

The 12th grade unit focuses on the multi-draft reading of a variety of informational texts (video, infographics, print, online texts) and connected literature relating to social problems.

The essential questions for this unit ask students to identify:

1. **How can identifying text structures help in reading nonfiction text?**
2. **How do the text features of nonfiction texts help the reader to understand the author's purpose?**
3. **How do good readers draw inferences from nonfiction texts?**

TEACHER DECISIONS FOR UNIT IMPLEMENTATION

This unit serves as a single model of an informational reading unit. We recommend that teachers study and understand the intent of the lesson series. The lessons have a purposeful sequence, but it may require that teachers make adjustments in pacing or decisions about extension activities. Please see the resources section for other sources to deepen your understanding of informational reading instruction. Teacher selection of model texts is an important step to be considered before the unit begins.

UNIT ORGANIZATION

The unit weaves three concepts that accelerate informational reading. The concepts are interrelated and recursive rather than appearing as separate parts of the unit. Students continually reflect on their thinking and interactions with texts and with other readers as they monitor their reading.

The three concepts are:

- Developing strategies for close reading: key ideas and details
- Analyzing genre: craft and structure

- Interacting with multiple texts: integration of knowledge and ideas

The work in this unit is vertically aligned and extends prior learning with the expectation that students can apply the repertoire of decisions taught in previous grades.

Instructional Sequencing, Scaffolding, and Pacing:

Daily pacing of the unit's sessions is based on a 50-minute class period. Individual teacher pacing will change based on duration of the class period, student population, familiarity with content, process, and/or instructional practices.

Instruction scaffolds students through a four-tiered process.

1. **Teaching Point:** Teacher models the strategy, process, skill, or habit of mind using a mentor text written by the teacher, students, and/or published writers or other materials.
2. **Active Engagement:** Students rehearse the writing, thinking, and/or critical reading or viewing just modeled by the teacher.
3. **Independent Practice:** Students complete a mini-task independently or in small collaborative groups. During independent practice, the teacher confers with individuals or small groups to assess student performance to differentiate the lesson and task. Teacher may stop the independent practice to adjust the mini-task and/or session teaching point or for planned teaching points that extend or deepen student performance.
4. **Share:** Students share to read, examine, analyze and/or reflect on the range of responses created by other students. Sharing also enables students to self-monitor effective strategy use. The teacher may also share an exemplar to reinforce or enhance the session's teaching point(s) and student enactment.

Standards

Number	CCR Standards for Reading: Information
1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
10	By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Number	CCR Standards for Writing
2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Number	Speaking and Listening
1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Number	Language
6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Title: 9th Grade – Strategic Reading of Informational Texts: Text Features and Structures**Unit Description (overview):**

The ability to access, navigate, and evaluate information is a crucial skill of citizens in contemporary society. Students will learn strategies to be critical consumers of informational texts. They will explore the role nonfiction plays in their daily lives and identify and analyze the text structures and features of informational texts in print and digital formats. They will consider how authors and publishers make decisions about language and layout to portray information in a particular way and influence a reader. Students will apply their knowledge of informational texts to read critically, making inferences and analyzing bias.

Teaching Points

1. Readers acknowledge who they are as informational text readers and as part of a reading community.
2. Informational text readers know informational texts span a range of genres and have multiple purposes (i.e., to inform, to inform and entertain, to offer help or advice, to persuade, to involve, to entertain). This knowledge enables them to identify and summarize the central idea.
3. Nonfiction readers analyze the structure of a text to better understand the central idea and purpose.
4. Informational text readers notice, analyze, and interpret text features to clarify the author's central idea.
5. Informational text readers make inferences to clarify the central idea of a nonfiction text.
6. Informational text readers connect the structural elements and text features in articles to clarify and evaluate the author's central idea.

Mid-Unit Formative Assessment Task

After reading an article, complete the handout "Connecting Structural Elements and Text Features," analyzing and connecting the ways that authors use structural elements and text features to express the central idea. Reflect upon how these reading strategies help you to be a better reader.

7. Informational text readers identify the intended audience and purpose to understand the bias of a publication.
- 8.1 Informational text readers gather relevant information from multiple sources. They create a works-cited page to provide proper documentation.
- 8.2 Informational text readers apply their knowledge of text structures, text features, genre and bias to examine how ideas and events can be conveyed differently by various authors and publications.

Summative Assessment Task

Students reflect upon their learning about a topic. They make the connections between multiple informational texts.

This reflection is based on the three concepts from the Common Core State Standards to assess reading growth:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Task List:

1. **Bibliography.** See teaching point 8.1
2. **Multi-media Presentation:** *How do Informational text texts influence the reader?* See teaching point 8.2
After reading both digital and print informational texts, create a multimedia presentation that compares and contrasts the decisions (e.g. purpose, visuals, audience, text features, and text structures) of two authors to portray the same topic and influence a reader.
3. **Reading Process Reflection:** Write a reflection that answers the following question about the skills and strategies you use when you read and explain how this work has affected your learning and reading process.
Prompt: Over the course of this unit, how have I changed in my ability to read effectively in 2 areas listed below?
 - Identify central ideas
 - Cite key details and explain evidence
 - Analyze craft and structure to identify author intent
 - Integrate knowledge and ideas within or across texts

Teaching-Point Alignment with Concepts

Developing strategies for close reading: key ideas and details	Analyzing genre: craft and structure	Applying context: integration of knowledge and ideas
5, 7	1, 2, 3, 4, 6, 7, 8	8

LDC* Informational or Explanatory Rubric ADVANCED
Addresses all aspects of prompt with a highly focused and detailed response.
Accurately presents and applies information relevant to prompt with effective selection of sources and details.
Establishes a controlling idea that clearly states the purpose and/or addresses the task's question.
Presents detailed information in order to examine and convey complex topics or issues, answer questions, or solve problems. Identifies salient themes or features; concisely explains key information with salient details and connects relevant points among sources, where they agree and disagree. Identifies trend(s) in research to clarify topic and assesses any conclusions, implications, and consequences.
Applies an effective structure to explain, examine, convey, define, analyze, synthesize, compare, or explain cause/effect, problem/solution.
Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. (Bibliography has few errors and is in correct format.)
MEETS EXPECTATIONS
Addresses prompt with a focused response.
Presents and applies information relevant to prompt with general accuracy and sufficient detail.
Establishes a controlling idea that states the purpose and/or addresses the task's question.
Presents sufficient information in order to examine topics or issues, answer questions, solve problems. Identifies salient themes or features; explains key information with sufficient detail.
Applies a generally effective structure to explain, examine, convey, define, analyze, synthesize, compare, or explain cause/effect, problem/solution.
Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. (Bibliography has few errors and is in correct format.)
NOT YET
Attempts to address prompt but lacks focus or is off-task.
Attempts to present information relevant to task but may lack sufficient or relevant details.
Controlling idea is weak and does not establish a purpose or address task's question.
Tends to retell rather than synthesize information with sufficient detail in order to examine topics or issues, answer questions, solve problems; attempts or fails to explain key elements.
Applies an ineffective structure; text rambles or line of thought is disconnected.
Demonstrates a weak command of standard English conventions. Lacks cohesion; language and tone are inappropriate to audience and purpose. (Bibliography has several errors or is not in correct format.)

This rubric, developed by the Literacy Design Collaborative, could be used for the post-unit assessment.

	Session 1
Concept	Analyzing Genre: Craft and Structure
Teaching Point	Readers acknowledge who they are as informational text readers and as part of a reading community.
Preparation	<ul style="list-style-type: none"> Collect multiple copies of several different types and titles of magazines—ideally several per student. These should appeal to a wide range of interests. Prepare copies of the handout Student Informational Text Reading Survey, which is included after this session. Fill out the survey about your own nonfiction reading attitudes, memories, and habits and be prepared to share with students. Prepare copies of the Reading Log handout, included after this session.
Essential Question(s)/ Lesson Framing Quotes	<ul style="list-style-type: none"> Why do we read informational texts? How do they influence our lives? How do good readers approach informational texts?
Active Engagement	<p>Teacher models and thinks aloud</p> <ul style="list-style-type: none"> Review the teaching point. Distribute the handout Student Informational Text Reading Survey. Model your informational text reading memories by sharing some of your survey answers with your students. Tell a few stories that “add up” to your identity as a nonfiction reader. Try to include a memory when reading informational texts was hard for you or not interesting (if possible). Distribute the Reading Log handout, and explain that students will be tracking their reading in it throughout the unit. <p>Turn and Talk Students discuss some of their own memories about informational text reading that they really enjoyed or remember clearly and/or about memories of when informational text reading was difficult or boring.</p>
Independent Practice 1	Students complete the survey.
Share	<p>Turn and Talk Students report out in pairs or small groups. Encourage students to discuss their memories and determine why and how they have developed their current attitude toward informational text reading. Determine a way to numerically or graphically represent the information from the student informational text reading surveys. As they share their survey results, chart the information to determine percentages or graphically show their reading attitudes and habits. When they have had ample time to share all of the survey results, seek some volunteers to share some anecdotes from their discussion. <i>What informational text reading memories surprised you? What are some strategies that you use when you are faced with difficult informational text reading?</i></p>
Independent Practice 2	<ul style="list-style-type: none"> Students have time to browse through the piles of nonfiction magazines that have been collected. They should take the time to find one or two copies that they like. Students should be arranged in small groups that contain 3 to 5 people who are all reading different magazines. They will work with these groups in the next session.
Homework/Extension	Students could be asked to bring in copies of magazines that they like for future sessions.

Strategic Reading of Informational Texts: Text Features and Structures

Reading Log

(Students copy this into their readers'/writers' notebooks for use throughout this unit.)

Name of Magazine	Article Title	Date read	Three-sentence summary

Strategic Reading of Informational Texts: Text Features and Structures
Student Informational Text Reading Survey

1. In a typical week, how many pages do you read that are informational text? _____
2. What informational texts do you choose to read outside of school? Please list reading you have done in the last year. Include titles of books, magazines, newspapers, Internet sites or other readings.

Books	Magazines/Newspapers	Internet Sites	Other

3. How do you read informational texts on the Internet? Do you read a page top to bottom, or do you quickly move from page to page using hyperlinks? How does this affect your reading?
4. What do you prefer—fiction or nonfiction? _____ Why?
5. Do you finish informational texts that you start reading? Yes ____ No ____ If no, why do you stop reading?
6. Do you have strategies that you use as you read informational texts? Check all the strategies you use.
 Predict ____ Question ____ Summarize ____ Clarify ____ Reread ____ Visualize ____
 Other _____

	Session 2
Concept	Analyzing Genre: Craft and Structure
Teaching Point	Informational text readers know informational texts span a range of genres and have multiple purposes (i.e., to inform, to inform and entertain, to offer help or advice, to persuade, to involve, to entertain). This knowledge enables them to identify and summarize the central idea.
Preparation	<ul style="list-style-type: none"> Collect multiple copies of about five or six different magazines that students might encounter (e.g., <i>Seventeen</i>, <i>Newsweek</i>, <i>Self</i>, <i>Discover</i>, <i>Car and Driver</i>, <i>O: The Oprah Magazine</i>, <i>Popular Science</i>, <i>Consumer Reports</i>, <i>Ebony</i>, <i>Jet</i>, <i>American Legacy</i>, <i>Hispanic Magazine</i>, <i>Boys' Life</i>, <i>Girls' Life</i>). Be sure that there are enough copies for each student to peruse a magazine. Arrange the magazines in piles, with at least one magazine of each title. Put each pile on a table where four or five students can work together. Prepare copies of the handout Understanding the Multiple Purposes of Nonfiction, included after this session. Choose six different magazine articles to model in the Active Engagement section of the lesson that will be examples of each purpose listed on the handout. Prepare a chart like the one found below to use in the Active Engagement modeling section of the lesson. Arrange to have a document camera and/or projector available to show students magazine articles as well as the handout.
Suggested Materials	Various magazines
Essential Question(s)	How do the text features of informational texts help the reader to understand the author's purpose?
Active Engagement	<p>Teacher models and thinks aloud</p> <ul style="list-style-type: none"> Review the teaching point. Distribute the handout "Understanding the Multiple Purposes of Nonfiction." Project one of your chosen articles for all students to see. Think aloud as you skim the article to discover the genre of the article. <i>What elements classify the article by genre?</i> Skim the article to determine purpose. <i>How did you know the article serves that purpose? What clues about the author's purpose are present?</i> <p>Based on knowledge of genre and purpose, summarize the article to state the central idea.</p>
Independent Practice	<p>Students read 4-5 articles and Complete the Understanding the Multiple Purposes of Nonfiction Chart. They classify each article by genre and purpose and briefly summarize the central idea.</p> <p>Intervening to Differentiate: Confer to scaffold students in their use of a series of classification tasks to access central idea.</p>
Share	<p>Instructions for students: Select two articles. Review the classification decisions made by answering the following questions: <i>How did you determine the genre of each article? How did you determine the purpose of each article? How did identifying the genre and purpose help you to identify and summarize the author's central idea?</i></p> <p>Turn and Talk: Students share their findings. Extend conversation by responding to the following questions: <i>Do certain magazines tend to have articles with one purpose more than others?</i></p> <p>Report Out: Identify articles with multiple purposes.</p>
Homework/Extension	Students identify two articles with different purposes. In their readers'/writers' notebooks, they summarize the central ideas of the texts. They analyze the author's decisions on genre and purpose to express their central ideas, suggesting reasons for these decisions.

Strategic Reading of Informational Texts: Text Features and Structures**Session 2: Understanding the Multiple Purposes of Nonfiction**

Use the following chart to help you classify the purpose(s) of the nonfiction piece(s) you have read. In some cases, texts might serve multiple purposes.

<p>TO INFORM a reader who has come to this text seeking this information:</p> <ul style="list-style-type: none"> • Academic essay • Blog • Dictionary • Encyclopedia • News article • Reports (e.g., business, science) • Textbook 	<p>TO INFORM AND ENTERTAIN a reader about something s/he never realized could be so complex and interesting:</p> <ul style="list-style-type: none"> • Expose (investigative piece) • News feature article • Human interest (“true life”) story • Interview 	<p>TO ENTERTAIN a reader by exploring a subject or idea:</p> <ul style="list-style-type: none"> • Celebrity interview • Essay • Photo journal • Personality profile
<p>TO PERSUADE a reader to believe as the author does:</p> <ul style="list-style-type: none"> • Advertising • Argumentative essay • Commentary • Criticism (e.g., literary, art, cultural) • Editorial • Letter to the editor • Op-ed piece • Review (e.g., movie, television, book) 	<p>TO INVOLVE a reader in the story:</p> <ul style="list-style-type: none"> • Autobiography • Biography • Historical narrative • Memoir 	<p>TO OFFER ADVICE OR HELP to a reader who has some need for others’ opinions:</p> <ul style="list-style-type: none"> • Advice column • Consumer reports • How-to books and article • Travel books and article

Adapted from Isoke Nia’s work at Teachers College Reading and Writing Project, Columbia University.

Strategic Reading of Informational Texts: Text Features and Structures**Session 2- Understanding the Multiple Purposes of Nonfiction Chart**

A similar chart could be drawn by students in their notebooks.

Title of Article/ Name of Magazine/ Date of Publication	Type of article	Purpose	Central Idea

Strategic Reading of Informational Texts: Text Features and Structures**Understanding the Multiple Purposes of Nonfiction Chart****MODEL** A similar chart should be drawn by students in their notebooks.

Title of Article Name of Magazine/ Date of Publication	Type of article	Purpose	Central Idea
"Facebook: Friends without Borders" <i>Time</i> May 31, 2010	News feature article	To inform and entertain	There are dangers in using social networking sites.
"Ashley Greene: Her Twilight Costars Have Gotten Tons of Fame—Now She Wants to Take a Bite Out of Hollywood" <i>Seventeen</i> June/July 2010	Celebrity interview	To entertain	Ashley Greene has always been an extremely competitive and ambitious girl.
"Dr. Phil: 'You Can't Take Care of Others Until You Take Care of Yourself—You Need Balance and Joy in Your Life'" <i>O: The Oprah Magazine</i> June 2010	Advice column	To offer advice or help	You need to find a way to find balance and joy in your life in order to take care of yourself and others.
"Micro Nukes" <i>Discover</i> June 2010	Science Report	To inform	Technology has greatly improved and nuclear power on a smaller scale is an efficient way of creating energy.
"Wild Blue" <i>O: The Oprah Magazine</i> June 2010	Biographies	To involve	After a traumatic accident at sea, a woman decides to give up a career in fishing she loved.
"In Praise of Oversharing: The Web is Making Us More Intimate Strangers. Why Going Public Can Be a Civic Good" <i>Time</i> May 31, 2010	Commentary	To persuade	The lines of public and private are shifting, but there can be positive outcomes to sharing information with strangers. With caution, much can be gained by talking with people we don't know.

	Session 3
Concept	Analyzing genre: craft and structure
Teaching Points	Nonfiction readers analyze the structure of a text to better understand the central idea and purpose.
Preparation	<ul style="list-style-type: none"> • Prepare copies of the Text Structures chart found at: http://www.literacyleader.com/sites/litlead.essdack.org/files/text%20str%20chart%20w-frames2.pdf • Prepare copies of the handout Understanding Text Structures, included after this session. • Arrange to have a document camera and/or projector available to show students the model magazine excerpt and graphic organizer. See models below.
Essential Question(s)	<ul style="list-style-type: none"> • How do good readers approach informational texts? • How can identifying text structures help in reading informational texts?
Active Engagement	<p>Teacher Models and Thinks Aloud</p> <ul style="list-style-type: none"> • Review the teaching point. • Distribute the Text Structures chart found at the website listed above and the handout Understanding the Structures of Nonfiction. • Review the structures (description, sequence, compare/contrast, cause/effect, or problem/solution) and categories (definition, signal words, graphic organizers, summary questions, paragraph frames) on the chart. • Think aloud as you read the model paragraph. See Model 1 below. In this case, the paragraph follows a Cause/Effect organizational structure. Signal words include <i>if/then</i> and <i>causing</i>. <p>Draw a graphic organizer on the board and illustrate what the cause and effects are. See Model 2 below.</p> <p>Turn and Talk: What is the purpose and central idea of the excerpt? How does the structure convey the central idea?</p> <p>Report out various answers from several pairs of students. Confirm and disconfirm the central idea by supporting student responses with evidence from the text.</p>
Independent Practice 1	Students use the text-structures chart to analyze the excerpts found on the handout Understanding the Structure of Nonfiction .
Share 1	Students share handout results with a partner.
Independent Practice 2	Students read and analyze one article and identify text structures, paragraph by paragraph, to find examples of various text structures. They should use sticky notes to mark and identify the articles. Intervening to Differentiate: Confer with students to support their identification of text structures. Encourage them to notice patterns or changes of text structures from paragraph to paragraph.
Share 2	<p>Instructions for students: Students respond in their readers'/writers' to the question: <i>How does knowing this strategy help me be a better nonfiction reader?</i></p> <p>Students share marked and identified articles with a partner. Volunteers share their examples with the class. Students share their answers to the question: <i>How does knowing this strategy help me be a better nonfiction reader?</i></p>
Homework/Extension	Students look for an article that uses multiple text structures. They write an entry in their notebooks about why they think the author chose to use these multiple text structures. They should give details about how they were able to identify the structures.

Reading Nonfiction Strategically
Understanding Text Structures
MODEL 1 -Active Engagement

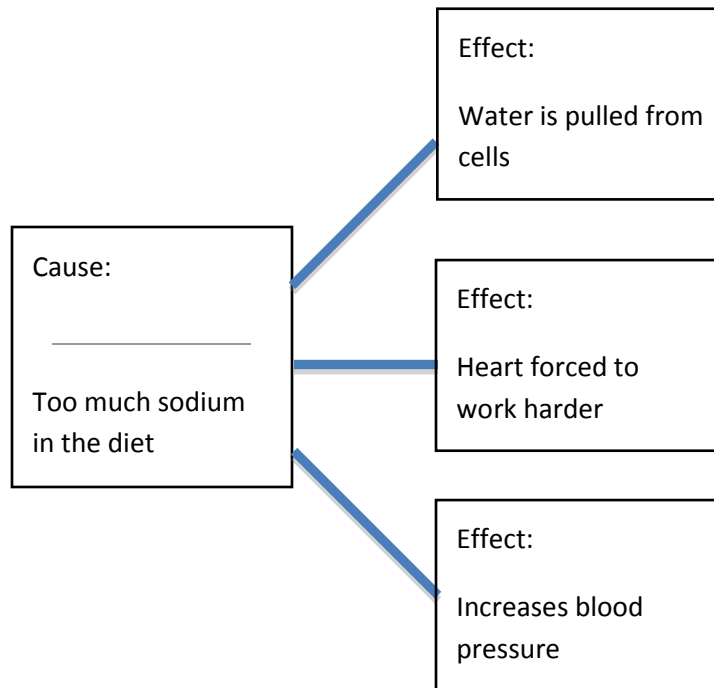
From “Shake Your Sodium Habit” from *Real Simple*, June 2010

“...The benefits of sodium and iodine don’t add up to a reason to use more salt. ‘You’ll get enough sodium just by consuming a well-balanced diet. It’s in many vegetables, meats, nuts, grains, and dairy foods,’ says Alice H. Lichtenstein, a scientist at the U.S. Department of Agricultural Human Nutrition Research Center on Aging at Tufts University, in Boston. And with multivitamins and the varied foods available today, few Americans are deficient in iodine.

When you consume too much sodium, your kidneys must get rid of the excess. Experts theorize that if your kidneys can’t keep up, then water is pulled up from cells, causing blood volume to increase, which forces your heart to work harder and puts blood vessels under more pressure. This may raise your blood pressure and, in turn, your chances of heart attack and stroke.

Another issue: potassium, which works with sodium to maintain the body’s water balance. Most Americans don’t eat enough potassium-rich fruits and vegetables, says Chobanian. And, he says, ‘when potassium intake is low and sodium intake is high, it makes the problems associated with excess sodium worse.’”

Reading Nonfiction Strategically
Understanding Text Structures
MODEL 2-Active Engagement



Reading Nonfiction Strategically

Understanding Text Structures

Directions: Read the following excerpts and underline the signal words. Identify the predominant text structure, purpose and central idea, and answer the question.

1. from “A Love Letter to Celery Root” in *Bon Appetit*, February 2010

“Like celeri remoulade, my salad starts with celery root, cut into small batons. (It’s not as tedious as it seems: You just peel the root with a vegetable peeler or sharp knife, and you slice it thinly. From there, you stack the slices, a few at a time, and cut them into matchsticks.) Then, for some sweetness and acidity, I toss in some apple, sliced the same way. Celery root and apples love each other. After that, I add some thinly sliced fennel, for even more brightness and crunch...”

OVERALL TEXT STRUCTURE _____

Purpose _____

Central Idea _____

How does this text structure convey the central idea?

2. from “The Science of Aging” in *Running Times*, November 2009

“... Also cutting into your speed is a simple loss of range of motion—a problem most runners have faced since youth but which intensifies with age.... ‘Once the muscles start to get tight, you’re limiting your power base,’ adds Williams. ‘You’re not going to be able to move as smooth and efficiently.’ The solution is stretching. Not the static stretches that most of us who’ve been running long enough to have entered the masters ranks grew up on...”

OVERALL TEXT STRUCTURE _____

Purpose _____

Central Idea _____

How does this text structure convey the central idea?

3. from *Self*, June 2010

“... Check your attitude. Your friends’ standards of beauty highly influence your own, research finds, suggesting that social circles may also affect skin cancer awareness, especially among younger women. ‘Adolescents who believe their peers favor a tanned appearance are less likely to use adequate sun protection,’ says Nadine Kasparian, Ph. D., a psychologist ...So instead, head for the shade and your pals are bound to follow. What’s more, when skin cancer hits loved ones and you think you’re at risk, too, you may take sun avoidance more seriously. A less compelling, but still important factor is whether you think a tan is attractive. Having a positive perception of pale skin is one of many factors that determine your sun-protection practices...”

OVERALL TEXT STRUCTURE _____

Purpose _____

Central Idea _____

How does this text structure convey the central idea?

4. from "Blaze of Blue: Kingfishers" in *National Geographic*, November 2009

"*Alcedo atthis* (also known as the Eurasian, European, or river kingfisher) has inspired many an obsession. In the world's temperate zones, where drab plumage is the norm, this kingfisher, unlike its North American cousins, bedazzles. Slicing into the air like a turquoise missile, it is impossible to disregard.

The yellow, red, orange, and brown birds of the world assume their hues because of a pigment embedded in the keratin matrix of feathers...."

OVERALL TEXT STRUCTURE _____

Purpose _____

Central Idea _____

How does this text structure convey the central idea?

5. from "At the crossroads: can you really compare an aggressive Korean contender to the class standard? We just did." in *Motor Trend*, July 2007

"As tested here, the Lexus costs just over \$10 grand more than the Hyundai, but packs a few goodies the Veracruz can't match. This RX has an optional nav system with backup camera, which would add \$1500-\$2000 to the price of the Hyundai--except for the fact that it doesn't offer one. Hyundai says it's coming before the end of this year. The RX also has adaptive HID headlights, real wood trim instead of the Hyundai's plastiwood, and a power retractable cargo-area tonneau. So some of that price gap is made up for by meaningful equipment. But the Veracruz gets a few swings in, too, with sweeteners like a 115-volt powerpoint in the cargo area, adjustable pedals, and a 'coolbox' console.

You don't have to stare too hard to figure out what Hyundai was looking at when it styled the Veracruz; think of it as an RX 350 at about 110 percent. Both are attractive, clean, and modern, devoid of unnecessary gingerbread. The Veracruz is 4.4 inches longer overall, riding on a 3.5-inch-longer wheelbase. It's also 2.8 inches taller and four inches wider. The only layout difference is that those few extra inches in all dimensions allow Hyundai to add a folding third-row seat, increasingly important to crossover/SUV buyers these days. And it's a useful way-back seat, too; plenty of room in all dimensions for average adults. It's split 60/40, and each panel folds with the flip of a lever. The second-row seat slides forward for easy access and is also adjustable fore and aft. With all seats folded, both carry a ton of stuff, although the Veracruz's cargo bay looks larger than the 2.1-cubic-foot EPA volume difference between it and the Lexus indicates."

OVERALL TEXT STRUCTURE _____

Purpose _____

Central Idea _____

How does this text structure convey the central idea?

Reading Nonfiction Strategically
Understanding Text Structures
MODEL

Read the following excerpts and identify the predominant text structure. Underline the signal words.

1. from “A Love Letter to Celery Root” in *Bon Appetit*, February 2010

“Like celeri remoulade, my salad starts with celery root, cut into small batons. (It’s not as tedious as it seems: You just peel the root with a vegetable peeler or sharp knife, and you slice it thinly. From there, you stack the slices, a few at a time, and cut them into matchsticks.) Then, for some sweetness and acidity, I toss in some apple, sliced the same way. Celery root and apples love each other. After that, I add some thinly sliced fennel, for even more brightness and crunch...”

OVERALL TEXT STRUCTURE _____ Sequence _____

2. from “The Science of Aging” in *Running Times*, November 2009

“... Also cutting into your speed is a simple loss of range of motion—a problem most runners have faced since youth but which intensifies with age.... ‘Once the muscles start to get tight, you’re limiting your power base,’ adds Williams. ‘You’re not going to be able to move as smooth and efficiently.’ The solution is stretching. Not the static stretches that most of us who’ve been running long enough to have entered the master’s ranks grew up on...”

OVERALL TEXT STRUCTURE _____ Problem/Solution _____

3. from *Self*, June 2010

“... Check your attitude. Your friends’ standards of beauty highly influence your own, research finds, suggesting that social circles may also affect skin cancer awareness, especially among younger women. ‘Adolescents who believe their peers favor a tanned appearance are less likely to use adequate sun protection,’ says Nadine Kasparian, Ph. D., a psychologist ...So instead, head for the shade and your pals are bound to follow. What’s more, when skin cancer hits loved ones and you think you’re at risk, too, you may take sun avoidance more seriously. A less compelling, but still important factor is whether you think a tan is attractive. Having a positive perception of pale skin is one of many factors that determine your sun-protection practices...”

OVERALL TEXT STRUCTURE _____ Cause/Effect _____

4. from “Blaze of Blue: Kingfishers” in *National Geographic*, November 2009

“*Alceon atthis* (also known as the Eurasian, European, or river kingfisher) has inspired many an obsession. In the world’s temperate zones, where drab plumage is the norm, this kingfisher, unlike its North American cousins. Bedazzles. Slicing into the air like a turquoise missile, it is impossible to disregard.

The yellow, red, orange, and brown birds of the world assume their hues because of a pigment embedded in the keratin matrix of feathers....”

OVERALL TEXT STRUCTURE _____Description_____

5. from “At the crossroads: can you really compare an aggressive Korean contender to the class standard? We just did.” in *Motor Trend*, July 2007

“As tested here, the Lexus costs just over \$10 grand more than the Hyundai, but packs a few goodies the Veracruz can't match. This RX has an optional nav system with backup camera, which would add \$1500-\$2000 to the price of the Hyundai--except for the fact that it doesn't offer one. Hyundai says it's coming before the end of this year. The RX also has adaptive HID headlights, real wood trim instead of the Hyundai's plastiwood, and a power retractable cargo-area tonneau. So some of that price gap is made up for by meaningful equipment. But the Veracruz gets a few swings in, too, with sweeteners like a 115-volt powerpoint in the cargo area, adjustable pedals, and a ‘coolbox’ console.

You don't have to stare too hard to figure out what Hyundai was looking at when it styled the Veracruz; think of it as an RX 350 at about 110 percent. Both are attractive, clean, and modern, devoid of unnecessary gingerbread. The Veracruz is 4.4 inches longer overall, riding on a 3.5-inch-longer wheelbase. It's also 2.8 inches taller and four inches wider. The only layout difference is that those few extra inches in all dimensions allow Hyundai to add a folding third-row seat, increasingly important to crossover/SUV buyers these days. And it's a useful way-back seat, too; plenty of room in all dimensions for average adults. It's split 60/40, and each panel folds with the flip of a lever. The second-row seat slides forward for easy access and is also adjustable fore and aft. With all seats folded, both carry a ton of stuff, although the Veracruz's cargo bay looks larger than the 2.1-cubic-foot EPA volume difference between it and the Lexus indicates.”

OVERALL TEXT STRUCTURE _____Compare and Contrast_____

	Session 4
Concept	Analyzing genre: craft and structure
Teaching Point	Nonfiction readers notice, analyze, and interpret text features to clarify the author's central idea.
Preparation	<ul style="list-style-type: none"> • Prepare copies of the handout Understanding Text Features, which is included after this session. • Locate two magazine articles that can be examined for their text features (font and effects, cue words and phrases, illustrations and photographs, graphics, and text organizers). Be sure the articles come from different publications that appeal to different audiences (e.g., <i>Seventeen</i> and <i>National Geographic</i> or <i>Car and Driver</i> and <i>O: The Oprah Magazine</i>). • Arrange to have a document camera and/or projector available to show the students the articles you will model.
Essential Question(s)	<ul style="list-style-type: none"> • How do good readers approach informational texts? • How do the text features of informational texts help the reader to understand the author's purpose?
Active Engagement	<p>Teacher models and thinks aloud</p> <ul style="list-style-type: none"> • Review the teaching point. • Distribute the handout "Understanding Text Features." • Explain to students that authors and publishers make decisions about what kinds of text features they will use depending upon the author's central idea and intended audience. • Referring to the handout, show students two magazine articles. • Think aloud as you compare the articles' text features, as listed on the handout Understanding Text Features. <p>Instructions for students: Answer the following questions for yourself before you discuss them with your partner.</p> <ul style="list-style-type: none"> • <i>What differences do you notice?</i> • <i>How did the writers' decisions impact a reader?</i> • <i>What do text features tell you about what the article is about?</i> • <i>What does the author want you to take from reading this piece?</i> <p>Turn and Talk, instructions for students: Compare your responses with your partner. Decide who will share your thinking with the class. Volunteers report out.</p>
Independent Practice	<p>Students read 4-5 articles with the handout Understanding Text Features as a guide for examining the text features. They create a three-column chart in their readers'/writers' notebooks on which to track observations about the text features.</p> <p>Intervening to Differentiate: Confer with students to scaffold their selection of explicit detail, prior knowledge, and development of inferences.</p>
Share	<p>Instructions for students: Review your notes. Write a reflection to answer the following question: How did the process of examining text features aid you in determining the central idea and purpose?</p> <p>Turn and Talk: Students share their reflective response and compare their findings on text features. Students then report out their findings with the whole group.</p>
Homework/Extension	<p>Students find another article and analyze the text features listed on the handout Understanding Text Features. They write an entry in their notebook about what the text features in the article offer in terms of understanding the author's central idea.</p>

Reading Nonfiction Strategically

Understanding Text Features

Consider the following text features as you explore magazine articles.

FONT EFFECTS

- What kind of font is used in the title? Is it fancy? Plain? Colorful? Big? Small?
- Does the font size and style stay consistent throughout the article or are there changes? What might the changes indicate?

CUE WORDS AND PHRASES

- Are there key words that seem to “jump off the page” to give the reader an idea about the author’s intent?

ILLUSTRATIONS AND PHOTOGRAPHS

- What kinds of illustrations are found in the article? Do they simply decorate the article or do they give clues about the article’s meaning?
- What kinds of photographs are found in the article? Are the photographs staged or do they capture something that actually happened in action?

GRAPHICS

- Does the writer/publisher include graphics like charts, timelines, survey results, or other pictorials that give the readers clues about the article’s meaning?

TEXT ORGANIZERS

- Does the writer/publisher include text organizers like bold-faced words, headers, highlighting, or divisions between sections?
- How do these text organizers work?

THE SUM OF ITS PARTS

- How well do the text features help the reader understand the author’s intent?
- How do text features differ from one article to another?

Reading Nonfiction Strategically
Understanding Text Features Chart

	Article 1	Article 2
Font Effects		
Cue Words and Phrases		
Illustrations and Photographs		
Graphics		
Text Organizers		
Overall Effects of Text Features Decisions		

Reading Nonfiction Strategically
Understanding Text Features Chart
MODEL

	“Warm Weather, Hot Body!” <i>Seventeen</i> June/ July 2010	“Within One Cubic Foot: Miniature Surveys of Biodiversity” <i>National Geographic</i> February 2010
Font Effects	-bright colors -fonts vary in size -testimonials in pink boxes -headers in yellow boxes	-titles bigger than text -black font
Cue Words and Phrases	-“Hot body” “Feel lighter and leaner!” “Get a killer summer bod!”	-“Tropical cloud forest” -“Fresh water” -“Coral Reef”
Illustrations and Photographs	-celebrity before-and-after photos -exercise photos -healthy food photos -beach photos	-close-up, detailed photographs (in some cases, take up whole page)
Graphics	-training tips in yellow boxes -multi-colored circles used to show healthy foods	-globes in each section to show where the microscopic animals come from
Text Organizers	-bold titles to show different sections -fold-out workout section -highlighted words within testimonials to give flavor of the piece	-each section headed by its location in the world -details of article included on a 2-page spread
Overall Effects of Text Features Decisions	The author/publisher seems to think that the audience for <i>Seventeen</i> will be interested in bright colors, photos of attractive girls and celebrities, and that they prefer to read smaller segments of related texts.	The author/publisher seems to think that the audience for <i>National Geographic</i> will be interested in the award-winning photography and in-depth articles. Few text features indicate that the reader can digest large sections of text at once. The reader seems interested in where these stories are located in the world.

	Session 5
Concept	Developing strategies for close reading: key ideas and details
Teaching Point	Nonfiction readers make inferences to clarify the central idea of a nonfiction text.
Preparation	<ul style="list-style-type: none"> • Prepare copies of “The Case of the Bad Blood” from the March 2010 issue of <i>Muse</i> or another suitable article to use for modeling. An excerpt is included after this session. • Prepare copies of the Making Inferences chart, included after this session. • Choose several nonfiction articles from magazines that require using inference. Students will use these to practice making inferences in the independent practice section and make copies.
Essential Question(s)	<ul style="list-style-type: none"> • How do good readers approach informational texts? • How do good readers draw inferences from informational texts?
Active Engagement	<p>Teacher models and thinks aloud</p> <ul style="list-style-type: none"> • Review the teaching point. • Point out that an inference is the act of reasoning from factual knowledge or evidence. • Have students make a three-columned Making Inferences chart in their readers’/writers’ notebooks. Each column is titled “What the text says or shows” “What I know” and “Inferences” respectively. <p>Model making inferences on a nonfiction text for one-fourth of the article. “The Case of the Bad Blood” from the March 2010 issue of <i>Muse</i> has been provided as a model. Again, fill out the chart as you make inferences and decide upon a premise.</p> <p>Instructions for students: Read the next two paragraphs. Stop and use the same process to make an inference.</p> <p>Turn and Talk, instructions for students: Compare your work and inferences. Volunteers will report out their responses and inferences.</p>
Independent Practice	<ul style="list-style-type: none"> • Distribute copies of the Making Inferences chart. • Students choose and read 2-3 nonfiction articles you have provided and make inferences as they read. They fill out the Making Inferences chart.
Share	<p>Instructions for students: Review your work and make a list of observations about using the 3-column notes to make inferences. What worked? Why?</p> <p>Turn and Talk: Students share their observations, inferences and their hypothesis of the premise of the text with a partner. Students could then report out to the whole class for further discussion.</p>
Homework/Extension	Students could be asked to examine another article and fill out the chart to identify its premise.

Reading Nonfiction Strategically**Making Inferences****Excerpt from “The Case of the Bad Blood” from March 2010’s *Muse*****The Victims**

Late in the day on July 30, 2002, a teenage girl from Georgia was severely injured in a car accident. She was taken to a local emergency department, where staff fought to save her. But nothing they did helped, and on July 31, she died. Her kidneys, heart, and liver were immediately transplanted into four chronically ill people.

All four operations went smoothly. For more than a week, the four patients (two in Georgia and two in Florida) did fine. Then on August 31, the 31-year-old Georgia woman who had received a kidney developed a rash on her chest and neck; three days later, she began to run a fever. On August 18, after a day of backache and diarrhea, she was taken back to Emory University Hospital. The next day, the 38-year-old Georgia man who had gotten the other kidney also developed a moderate fever, along with a severe headache, diarrhea, and muscle aches. Then he went back to the hospital too.

To the mystification of their doctors, both of them got rapidly worse. Fever after an operation suggested that they had an infection; transplant patients take immune-suppressing drugs that would make it easy for an infection to take hold. But antibiotics did not help. Both patients had trouble speaking, became confused, and lapsed into unconsciousness.

The Emory doctors called the surgeons who had operated on the two Florida patients. They did not like what they found. The man who received the heart transplant had never left the hospital. He had spiked a fever on August 12, lost control of the muscles in his legs, and then fallen into a coma. The woman with the liver had fared slightly better: She had just been released that day from the hospital. But she had had weakness, diarrhea, and fever for two weeks. Something was very wrong....

Reading Nonfiction Strategically
Making Inferences

What the text says or shows:

What I know:

Inferences:

The premise of this text seems to be _____.

(A premise is a proposition supporting or helping to support a conclusion.)

Reading Nonfiction Strategically

Making Inferences

MODEL – “The Case of the Bad Blood” from March 2010’s *Muse*

What the text says or shows:

Her kidneys, heart, and liver were immediately transplanted into four chronically ill people.

Then on August 31, the 31-year-old Georgia woman who had received a kidney developed a rash on her chest and neck; three days later, she began to run a fever.

The next day, the 38-year-old Georgia man who had gotten the other kidney also developed a moderate fever, along with a severe headache, diarrhea, and muscle aches. Then he went back to the hospital too.

Fever after an operation suggested that they had an infection; transplant patients take immune-suppressing drugs that would make it easy for an infection to take hold. But antibiotics did not help.

What I know:

Organ donation is a wonderful way to keep people alive who would otherwise lose their lives.

Sometimes transplant patients reject their new organs.

If an organ donor has a disease, they can give it to the organ recipient, but lots of tests are done on a donor to be sure that the organs are not diseased.

Antibiotics don’t help if you have a virus.

Inferences:

This young woman’s loss of life will probably keep four other people alive.

Maybe her body was rejecting her new kidney.

Hmmm... This makes me think that there might be something that was passed to the recipients from the donor if two people are now sick with the same symptoms.

Maybe the infection is viral?

The premise of this text seems to be that in this case of organ donation something was unknowingly passed to the organ recipients.

(A premise is a proposition supporting or helping to support a conclusion.)

	Session 6		
Concept	Analyzing genre: craft and structure		
Teaching Points	Nonfiction readers connect the structural elements and text features in articles to clarify and evaluate the author's central idea.		
Preparation	<ul style="list-style-type: none">• Prepare copies of the handout Connecting Structural Elements and Text Features, which is attached after this session.• Select an article to model that includes multiple parts. Preferably, it would utilize various text structures and features. See model below.• Arrange to have a projector available to show the students the article you will model.		
Essential Question(s)/ Lesson Framing Quotes	<ul style="list-style-type: none">• How do good readers approach informational texts?• How can identifying text structures help in reading informational texts?• How do the text features of informational texts help the reader to understand the author's purpose?		
Active Engagement	Teacher models and thinks aloud <ul style="list-style-type: none">• Review the teaching point.• Distribute the handout Connecting Structural Elements and Text Features.• Using the article you have selected, think aloud as you consider the various structural elements and text features studied in this unit. Fill out a sample chart as you analyze the model article.• Comment on how connecting the structural elements and text features as you read helped you to clarify and evaluate the author’s central idea.		
Independent Practice	Prompt: How does knowledge of nonfiction text structures and text features enable a reader to determine the central idea? After reading a digital and a print nonfiction text on the same subject or event, compare and contrast the central idea that is conveyed. <ul style="list-style-type: none">• Students choose an article that includes various parts to analyze.• They fill out the handout Connecting Structural Elements and Text Features.• If there is any remaining time, students should use the time to read other articles and record the articles on their reading log.		
Mid-Unit Formative Assessment	<div>Students will select another article that contains multiple text features. They will analyze the article, using the chart and its questions. They might fill in the chart or use it as a guide to write a brief essay.</div> <div>Mid-Unit Formative Assessment Task</div> <div>After reading an article, complete the handout “Connecting Structural Elements and Text Features,” analyzing and connecting the ways that authors use structural elements and text features to express the central idea. Reflect upon how these reading strategies help you to be a better reader.</div>		
Rubric	Classroom Assessment Continuum		
	Task	Proficient ←	Developing ← Attempting
	Identify purpose, structure, text features, audience and visuals in order to identify the author’s central idea.	Accurately identifies the nonfiction elements; uses nonfiction elements to determine a logical central idea.	Identifies some of the nonfiction elements; begins to determine central idea.
			Struggles to identify the nonfiction elements; may be unable to determine central idea.

	Identifies how using these reading strategies helps one become a better reader.	Clearly identifies how using these strategies helps one become a better reader.	Somewhat identifies how using these strategies helps one become a better reader.	Struggles to identify how using these reading strategies helps one become a better reader.

Reading Nonfiction Strategically

Connecting Structural Elements and Text Features

Choose an article that has multiple parts. Consider the following categories as you clarify and evaluate the author's central idea.

Article Title _____

Magazine Title _____

Publication Date _____

PURPOSE What purpose(s) does the article serve? What evidence do you have to support that claim?	
STRUCTURE What text structure(s) does the article include? List signal words that you found that helped you identify the structure.	
TEXT FEATURES What text features stand out as important to you (e.g., fonts and effects, cue words and phrases, illustrations and photographs, graphics, text organizers)? How did well they help you clarify the author's intent?	
AUDIENCE Who is the intended audience for this article? How do you know? What's the purpose of the article? Is there an obvious bias?	
VISUALS In what ways do the visuals help you to understand the intended audience?	

After analyzing the article with the chart above, what is the author's central idea?

Do you agree with the idea? Why or why not?

Describe how one of the elements from the chart above affected your opinion.

How does knowing this strategy help me be a better nonfiction reader?

Reading Nonfiction Strategically**Connecting Structural Elements and Text Features -MODEL**

Choose an article that has multiple parts. Consider the following categories as you clarify and evaluate the author's central idea.

Article Title _____ "The Tan You Could Be Risking Your Life For"

Magazine Title _____ *Seventeen*

Publication Date _____ May 2010

PURPOSE What purpose(s) does the article serve? What evidence do you have to support that claim?	<i>1. To inform--offers ways to protect yourself from the sun and how to identify skin cancer</i> <i>2. To involve-- gives a girl's real-life cancer story</i> <i>3. To persuade--offers scary truths about tanning beds, asks readers to take a pledge to avoid them, and encourages them to tell friends about the dangers</i>
STRUCTURE What text structure(s) does the article include? List signal words that you found, and explain how they helped you identify the structure.	<i>1. Description--(Signal words =skin cancer, looks like) Signal words help the reader identify the characteristics of healthy and unhealthy moles and skin changes</i> <i>2. Compare and Contrast- (Signal words = actually, best, most) Signal words help the readers make distinctions between the myths and truths about tanning beds</i>
TEXT FEATURES What text features stand out as important to you (e.g., fonts and effects, cue words and phrases, illustrations and photographs, graphics, text organizers)? How did well they help you clarify the author's intent?	<i>1. Fonts and effects-Dangers are in italics, titles in red</i> <i>2. Cue Words and Phrases- deadliest, scary, die</i> <i>3. Illustrations and photographs-photos of girl in tanning bed, girl on beach, healthy girl with sunscreen on her face</i> <i>4. Graphics-three steps to protect self found in multi-colored circles</i> <i>5. Text organizers-each section in a box or with a bold title</i> <i>The author was trying to make the dangers seem real, but offer solutions to the potential hazards.</i>
AUDIENCE Who is the intended audience for this article? How do you know? What's the purpose of the article? Is there an obvious bias?	<i>-Teenaged girls</i> <i>-Photos all of teenaged girls</i> <i>-Story is about a 17-year-old who had skin cancer</i> <i>-Purpose is to persuade girls to take the dangers seriously</i> <i>-The bias is that girls are making poor decisions about tanning, but should begin to protect their skin, even at a young age</i>
VISUALS In what ways do the visuals help you to understand the intended audience?	<i>The visuals show teenagers in the sun, one taking precautions. They also show sunscreens that people might purchase.</i>

After analyzing the article with the chart above, what is the author's central idea?

The idea is that tanning is a dangerous thing to do. The author offers ways to protect yourself.

Do you agree with the idea? Why or why not?

I agree with the idea. The author's examples are pretty scary. It made me realize that skin cancer could happen to anyone, even young people.

Describe how one of the elements from the chart above affected your opinion.

The visuals show real teenagers.

How does knowing this strategy help me be a better nonfiction reader?

When I look at the article as a whole, I see there are clues about meaning from the text features, especially the photos, that drive home the idea of being safe in the sun.

	Session 7
Concept	<ul style="list-style-type: none"> Developing strategies for close reading: key ideas and details Analyzing genre: craft and structure
Teaching Point	Nonfiction readers identify the intended audience and purpose to understand the bias of a publication.
Preparation	<ul style="list-style-type: none"> Select three magazines, with at least two geared to different demographics (age, gender, geography, interests). Our model uses <i>Girls' Life Magazine</i>. Ideally these magazines will appeal to ninth graders but will be very different in content, structure, and use of text features. For example, <i>Sports Illustrated Kids</i> and <i>Teen Vogue</i> might provide good contrast and still appeal to ninth graders. Arrange to have a document camera and/or projector to show the magazines, or have enough copies for all students to examine. Prepare copies of the handout Identifying Intended Audience, Purpose, and Bias of a Publication, which is included after this session
Essential Question(s)	<ul style="list-style-type: none"> How do good readers approach informational texts? How can identifying text structures help in reading informational texts? How do the text features of informational texts help the reader to understand the author's purpose?
Active Engagement	<ul style="list-style-type: none"> Review the teaching point. Distribute the handout Identifying Intended Audience, Purpose, and Bias of a Publication. Show or distribute the selected magazine. (An analysis of the June/July issue of <i>Girls' Life Magazine</i> has been provided as a model.) <p>Teacher models and thinks aloud</p> <ul style="list-style-type: none"> Model your analysis of the magazine as you refer to the handout. Use the questions from the handout to guide your analysis. Think aloud who the publisher thinks would be interested in this magazine: <i>What age, gender, race, interests, geographic location, political views, etc. would find this publication appealing?</i> <p>Turn and Talk, instructions for students: Use the details in the magazine to determine two more choices the publisher made.</p> <ul style="list-style-type: none"> Decide on the purpose of the magazine: <i>What's the purpose of the publication (i.e., to inform, to inform and entertain, to offer help or advice, to persuade, to involve, or to entertain)? Does it primarily fall under one purpose or does it fall under more than one category?</i> Decide on the bias evident in the publication: <i>What beliefs about the world are evident in this publication?</i>
Independent Practice	Students in partnerships analyze and compare two different magazines. They complete the Identifying Intended Audience, Purpose and Bias of a Publication handout.
Share	Select several groups to report out their findings.
Homework/Extension	Students might be asked to read another article of their choosing. They would record their article in their reading log.

Reading Nonfiction Strategically

Identifying Audience, Purpose, and Bias of a Publication

Use the following questions to guide your analysis:

Language

Jot down some revealing word choices. What kind of language is used, and whom might it appeal to?

Text Features

List the text features you find. What do the different kinds of text features used tell us about what kind of audience might choose a particular magazine or article? How many pictures are used and who/what are they of? (What are the demographics of the people in the pictures?) What is the ratio of text to images? Why do you think the publishers decided on this ratio?

Now, put it all together-

- **Audience** Decide who the publishers think would be interested in their magazine: *What age, gender, race, interests, geographic location, political views, etc. would find this publication appealing?*
- **Purpose** Decide on the purpose of the magazine: *What's the purpose of the publication (i.e., to inform, to inform and entertain, to offer help or advice, to persuade, to involve, or to entertain)? Does it primarily fall under one purpose or does it fall under more than one category?*
- **Bias** Decide on the bias evident in the publication: *What beliefs about the world are evident in this publication?*

Reading Nonfiction Strategically**Identifying Audience, Purpose, and Bias of a Publication****MODEL – *Girls' Life Magazine*****Language**

Jot down some revealing word choices. What kind of language is used? Who might it appeal to?

"Make the most of summer vacay..." "If ya love...lemonade24/7 chill with...minty water." "Get your kiss on!"

"The better bad boy. Who says bad boys are totally off-limits? Here are six studs to say yes to this summer."

"Balance your buds! Popular, much? How to make time for all your girls- without making anyone feel left out."

These words all are all informal, like they're a teenager talking to a close friend. I think this language and these topics all would appeal to teenagers, especially girls.

Text Features

List the text features you find. What do the different kinds of text features used tell us about what kind of audience might choose a particular magazine or article? How many pictures are used and who/what are they of? (What are the demographics of the people in the pictures?) What is the ratio of text to images? Why do think the publishers decided on this ratio?

There are lots of pictures of really thin, pretty girls on trendy clothes. There are lots of drawings of young girls and a few guys. Most of the people are white, with very little racial diversity. There are more visuals than there is text overall. There are only a couple of articles in the whole magazine that are mostly text. Most of the articles have lots of pictures, text boxes, drawings, and a small amount of text. Most of the articles are question-answer or short anecdote types of articles.

I think this shows that the publishers think that the young teenage girls who buy this magazine want to see white, thin, beautiful girls and not the real variety of shapes, sizes, ethnicities and socioeconomic backgrounds that exist in the world. The girls also seem to want a lot of advice in awkward or difficult situations. The publisher thinks that the girls aren't interested in reading longer articles without multiple text features since most of the articles have so many text features.

Now, put it all together-

- **Audience** Decide whom the publisher thinks would be interested in their magazine: *What age, gender, race, interests, geographic location, political views, etc. would find this publication appealing?*

I think the publisher thinks that white, middle- to high-income females from all over the U.S. would like this magazine.

- **Purpose** Decide on the purpose of the magazine: *What's the purpose of the publication (i.e., to inform, to inform and entertain, to offer help or advice, to persuade, to involve, or to entertain)? Does it primarily fall under one purpose or does it fall under more than one category?*

I think that the main purposes for this magazine are to inform, to offer help and advice, and to entertain.

- **Bias** Decide on the bias evident in the publication: *What beliefs about the world are evident in this publication?*

A bias that I found in this publication is that people want to look at beautiful girls in magazines, and not girls who don't fit the traditional idea of beauty. And it seems that beauty and catching the attention of boys are of utmost importance to this audience. Also, physical and mental health is a smaller concern. Finances are slightly important, but looking good and being appealing to boys is obviously the most important.

	Session 8
Concept	<p>Developing strategies for close reading: key ideas and details</p> <p>Analyzing genre: craft and structure</p> <p>Interacting with multiple texts: integration of knowledge and ideas</p>
Preparation	<ul style="list-style-type: none"> Decide upon the type(s) of multimedia presentations you will ask students to create and sign up for a computer lab, if necessary. Prepare two articles on the same current topic or event to use as a model, annotating as you compare and contrast how the articles in the two publications differ. Prepare a teacher model of a Powerpoint or other multimedia presentation that compares and contrasts two or more articles from different sources that convey information about the same topic or event in varied ways.
Essential Question(s)/ Lesson Framing Quotes	<ul style="list-style-type: none"> Why do we read informational texts? How do they influence our lives? How do good readers approach informational texts? How can identifying text structures help in reading informational texts? How do the text features of informational texts help the reader to understand the author's purpose? How do good readers draw inferences from informational texts?
Teaching Point 8.1	Nonfiction readers gather relevant information from multiple sources. They create a works-cited page to provide proper documentation.
Active Engagement	<p>Teacher models and thinks aloud</p> <p>Model how students would search for multiple articles in different publications on the same topic or event (e.g. BBC, CNN, FOX News, MSNBC, NPR, databases, magazines, etc.).</p> <p>Model how to make a works-cited page. Think aloud as you walk students through the steps for making a works-cited page with a web-based program or from a handout.</p> <p>Students pair up, gather several articles on the same topic or event from multiple sources, and create a works-cited page together.</p> <p>Turn and Talk: After they've gathered their articles and created a works cited page, pairs talk about what they notice about similarities or differences between the titles of the articles.</p>
Share	Ask several pairs to report out about any differences that they notice in the titles of the articles.
Teaching Point 8.2	Nonfiction readers apply their knowledge of text structures, text features, genre, and bias to examine how ideas and events can be conveyed differently by different authors and publications.
Active Engagement	<p>Teacher models and thinks aloud:</p> <p>Think aloud as you annotate your articles so that all can see. Point out the differences in text structures, text features, genre, and bias between the articles.</p> <p>Think aloud as you examine your model multimedia presentation. Be sure to point out how the different articles convey the information on a topic or event in distinctly different ways. Be sure to point out how you think the different authors might have been trying to influence a reader.</p> <p>Students work in pairs to discuss the articles and annotate the text structures, text features, genre, and bias between the articles.</p>
Independent Practice	<p>Students consider how nonfiction texts influence the reader. After reading both digital and print informational texts on the same topic or event, students work in pairs to create a multimedia presentation that compares and contrasts the decisions (e.g. purpose, visuals, audience, text features, and text structures) of two authors to portray the same topic and influence a reader.</p> <p>They then write a reflection that details their learning about reading informational texts. (See Post-Unit Assessment box below.)</p>

Post-Unit Assessment	Students complete the activities from this session as part of the post-unit assessment, the entirety of which is pasted below.
Share	Students present their multimedia presentations to the class.

Post-Unit Assessment Task

Students reflect upon their learning about a topic. They make the connections between multiple informational texts.

This reflection is based on the three concepts from the Common Core State Standards to assess reading growth:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Task List:

4. **Bibliography.** See teaching point 8.1
5. **Multi-media Presentation:** *How do Informational text texts influence the reader?* See teaching point 8.2
After reading both digital and print informational texts, create a multimedia presentation that compares and contrasts the decisions (e.g. purpose, visuals, audience, text features, and text structures) of two authors to portray the same topic and influence a reader.
6. **Reading Process Reflection:** Write a reflection that answers the following question about the skills and strategies you use when you read and explain how this work has affected your learning and reading process.
Prompt: Over the course of this unit, how have I changed in my ability to read effectively in 2 areas listed below?
 - Identify central ideas
 - Cite key details and explain evidence
 - Analyze craft and structure to identify author intent
 - Integrate knowledge and ideas within or across texts

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